

**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA  
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**Effectiveness of the Strategies Used by the English Teacher at Yelba  
Maria Antúnez Institute of Ocotal, to Teach English Vocabulary through  
Songs to 11<sup>th</sup> Grade Students, during the 2<sup>nd</sup> Semester 2015**

**Research Paper**

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## **Dedictory**

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## **Abstract**

Learning is one of the primary activities of students in the classroom. Good learning atmosphere and methods can guide students to learn more and meaningfully. To accomplish such condition, teachers must create variation and attractive methods for the class. The topic chosen for this research is Effectiveness of the Strategies Used by the English Teacher at Yelba María Antúnez Institute of Estelí, to Teach English Vocabulary through Songs to 11<sup>th</sup> Grade Students, during the 2<sup>nd</sup> Semester 2015. This study investigated whether or not learners exposed to vocabulary using songs would experience a change in vocabulary competence. To fulfill this purpose, twenty sixth students were selected and one teacher from a government-run secondary school located in the city of Ocotal, Department of Nueva Segovia, Nicaragua. The study was carried out over four weeks (10 visits). Data was gathered through observations guides, and an interview done to the teacher. The data was analyzed according to the guide observation developed for the teacher. From the observation guide, it was not discovered that the use of songs is an effective pedagogical tool to teach vocabulary; however, we could identify that songs can be implemented to reinforce contents or improve English skills. Data was gathered through observations guides, and an interview done to the teacher. Some suggestions and limitations presented in this research are finally presented based on research findings.

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## **Problem**

How effective are the strategies implemented at Yelba Maria Antunez Institute in Ocotal, to teach vocabulary through songs to secondary school students during the second semester 2015?

## **Research Questions**

1. What Kind of vocabulary can be taught through songs?
2. What methodological strategies can be implemented effectively through songs to teach vocabulary?

## **Theme**

Effectiveness of the Strategies Implemented by the English Teacher at Yelba María Antúñez School in Ocotal to teach vocabulary through Songs to 11<sup>th</sup> Grade Students, during the second semester 2015

# Chapter One

## 1. Introduction

The universal language today is English, in other words it is the most spoken language around the world. Is the tongue that joins countries, races, social life, and business (Jarquin, 2014). Speaking English is a need nowadays, but the lack of vocabulary has done harder in learners to have an English speaking fluency (Rojas C. , 2009).The Ministry of Education (MINED)<sup>1</sup>has introduced the English class as a fundamental subject in the scope of the educational curriculum, this is because the oral communication is an important part of our daily activities, also it is essential to establish a relationship among people (Rojas C. , 2009).

In our country, Nicaragua, most students specially seniors high school are not familiar with the English and present a lot of problems such as lack of vocabulary to speak the language(Castillo, 2011). Moreover, they do not have encouragement to practice English outside class because they have not found strategies that motivate them to do it making students speak English thoroughly; however, we know that one of the conditions that students most require is having the ability to speak English with enrich vocabulary to have a great development of the new second language, which will be their plus point to face the working world.

Consequently, teachers are in constant demands for methods that improve and challenge students to learn a second language such as English is. One of the ways to achieve the mastery of English is by using songs. Songs are a form of language that uses tones and rhythm as it is also the means of universal language. Language and music are known to have similar communicative modes; aurally and orally transmitted, containing phonetic, syntactic, and semantic components; developed early in life as social interactive means (Peacock, 1997).For the reasons stated above, the aim of this study is to

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<sup>1</sup> MINED for its ACRANYM in Spanish



investigate the effectiveness of using songs in the learning of vocabulary at a secondary level.

### **1.1 Problem Statement**

Vocabulary is essential in any language learning process (Harmer J. , 2007), vocabulary facilitates communication among people. Students who want to develop English language skills depend, to a high extent, on vocabulary. However, learning vocabulary is not an easy task for students. Consequently, English language instructors find themselves in the need to look for appropriate strategies, techniques and resources, in order to help their students in the best possible way. The purpose of this research paper is to investigate the effectiveness of strategies used by English language teachers to teach the acquisition of vocabulary through songs.

The development of the four main language skills (speaking, listening, writing and reading) depends on the acquisition of vocabulary (Harmer, 2007). There is lack of vocabulary competence between secondary school students in the schools. This is due to the lack of reading, listening, writing, speaking in the target language. Words are the essential unit of language form. Without enough vocabulary, students cannot communicate effectively or express their ideas. Having limited vocabulary is also an obstacle that prevents students from learning a language. If learners do not know how to enlarge their vocabulary, they progressively lose interest in learning. Many students judge the learning vocabulary a boring job. Normally, they have lack of interests in learning English language as they find it a dry and difficult subject to learn. Consequently, most students dislike learning English; and although they attend English lessons, they are not interested in learning or speaking English appropriately.

For this reason and for purposes of this research we consider of great relevance the use of songs as an approach and strategy for the acquisition of vocabulary, as we believe that the use and development of these in the classroom will be of great significance since songs can motivate.

### **1.1.2 Relevance of the problem**

This study aims to investigate the effectiveness of using songs in the learning of English vocabulary at a secondary level, to improve the vocabulary competence among secondary level students.

Vocabulary learning has been considered by many teachers and students as an important factor in learning a foreign language to develop all the English skills and their personal growth. Mustafa (2012) reveals that teaching English to young learners brings opportunities and benefits in all scopes. According to Richards and Rodger (1986) the language is in essence the verbal comportment proper for the acquisition of vocabulary, there is no language without vocabulary. In other words the acquisition of vocabulary is fundamental to the development of a language. Teaching-Learning English has become a challenge in secondary levels because both, teachers and students do not have any interest to better and increase their English vocabulary (Mustafa, 2012).

For this reason, this research paper aimed to investigate the effectiveness of the strategies used by English language teacher; to be precise: songs in the teaching English vocabulary at secondary level.

### **1.1.3 Background of the Problem**

In Nicaragua, vocabulary learning has been a necessity in English language teaching. Learning vocabulary is a very complex issue (Castillo, 2011). According to Canelo (2011), second language learners need to know very large numbers of words, phrases, idioms, phrasal verbs as they may be useful for them in the long-term as learning vocabulary.

According to Rojas (2009) vocabulary teaching and learning is an integral part in the Nicaragua's English Language Curriculum<sup>2</sup>. Most students face difficulties when they communicate in English because they lack the needed English vocabulary especially when this involves complicated words. Therefore, it is significant to explore deeper these difficulties as well as to provide innovative ideas in order to improve the teaching and learning of vocabulary.

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<sup>2</sup> Structure of Education oriented by the Ministry of Education MINED

Calvo & Bragado (2015) investigated the use of songs in teaching English in learners of a second language. They applied the communicative approach in their study. They discovered that songs are an effective strategy to use in classrooms to increase the vocabulary and facilitate the process learning in the acquisition of vocabulary.

#### **1.1.4 Organization of the paper**

This research assignment is structured in the following way: Chapter one is an introduction of the problem. It states the focus of the research, the relevance of the problem and its background. Moreover, it indicates how this paper is structured.

Chapter Two is a review of literature. The literature review is relevant for designing the methodology to be followed in this study.

Chapter Three is a presentation of the methodology applied in this study; this chapter includes: research questions, research design, population and sampling chosen for the purpose of this research.

Chapter four presents relevant information, results and discussion about the gathered data.

Finally, chapter five includes conclusion, limitations and recommendations.

#### **1.1.5 Key terms**

- a. **Effectiveness:** Producing the result that is wanted or intended; producing a successful result. (Oxford ESL Dictionary, 2004)
- b. **Strategy:** According to (O'Connor, 2013) is the science of planning and marshalling resources for their most efficient and effective use.
- c. **Song:** Short a piece of music with different kinds of words. (Oxford ESL Dictionary, 2004).

- d. **Vocabulary:** The term vocabulary can be defined for (Oxford ESL Dictionary, 2004) as: “All the words that a person knows or uses”.
- e. **English:** Is the language originally of England, now spoken in many others countries and used as a language of international communication throughout the world. (Oxford ESL Dictionary, 2004).
- f. **Learning:** Modification relatively stable and permanent of our conduct or cognition as a result of the experiences and processes.(Periañez, 2012).

## **Chapter Two**

### **2. Literature Review**

#### **2.1 Introduction**

The main objective of this research paper is to investigate the effectiveness of using songs on the teaching of vocabulary. Vocabulary is essential in the development of learners of a second language. According to Harmer (1993) students are “exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with” (p.97). In other words, it is a necessity for students to acquire English vocabulary. For this reason this second chapter of this paper reviews literature connected to teaching English vocabulary and the use of a specific learning teaching strategy; songs, because they have been an entertaining companion for human beings for as long as or even longer than we can speak. As an essential piece of our language experience, songs can be of great value to foreign language teaching which can propel language learning (Larsen-Freeman, 1985). This paper deems to demonstrate the value of English songs in secondary level. The literature review is relevant at the moment of analyzing data obtained from the research instruments which were designed for purposes of this research.

#### **2.1.2 Teaching and Vocabulary**

According to Brown (2000) teaching can be defined as “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing how to know or understand.” In a few words teacher in teaching activities need to make different tasks not only helping students but also guiding them involving communication and interaction finding the mistakes and correcting them.

#### **2.1.3 What is vocabulary?**

Vocabulary refers to the knowledge of stored information about the meanings and pronunciation of words necessary for communication Terban (1989) mentions that vocabulary is indispensable in the process of acquisition of a new language. Rojas (2007) talks about the theory of Vigotsky who conceives that the acquisition of vocabulary begin as a practical instrument for life; besides

that, he talks that language cannot exist without thought. Therefore it can be said that the vocabulary is essential for the learning of a second language. Piaget (1929) said in his book *The Child's Conceptions of the World*, "we shall try to prove with the child... The child knows nothing of the nature of the thought... word by word..." (p. 37) This clearly refers to that vocabulary is essential to the learning of a new language; it is a process where learners need stimulation, time, patience, and practice as Piaget stated.

#### **2.1.4 Types of Vocabulary**

According to O'Dell (1994) vocabulary needs to be taught clearly and be a part of the daily program to encourage English language development.

It is stressed the importance of vocabulary learning teaching in second language acquisition. Unlike native speakers, second language learners (L2) go through a more conscious and demanding process of acquisition of vocabulary. They experience lexical gaps, the words they read which they simply do not understand or concepts that they cannot express as adequately as they could in their first language (L1). Many learners see second language learning as essentially a matter of learning vocabulary, so they devote a great deal of time to memorizing lists of L2 words. Language teachers and applied linguistics researchers generally recognize the importance of vocabulary learning and are searching for the best ways of promoting it more effectively. Thus, from various points of view, vocabulary can be seen as a priority area in language learning.

#### **2.1.5 How Students Acquire Vocabulary**

Learners of a second language can acquire vocabulary in various manners. Normally students are exposed to a lot of new vocabulary during lessons of a new language, this is manifested by the teacher, handouts, books or other materials they work with. According to Harmer (1993) "vocabulary is automatically absorbed in different manners" (p. 159). In other words, there are many ways to acquire vocabulary and identify meanings. According to Skehan (1998), "there is some sort of relationship to comparable real-world activities"

(p. 95).He contends that because song is an authentic activity that occurs in terms of discussion and provide motivation and encouragement in students that let them sing a song getting to learn it by heart, being that an important fact in the acquisition of vocabulary.

#### **2.1.6 Memory and vocabulary**

Empirical research comparing conventional pedagogical methods with those that use songs has produced positive results in the scope of vocabulary recall. For example, studies with different kind of students by Medina(1990) investigated the effectiveness of vocabulary acquisition with the use of music and songs. He could say that music and songs facilitated students to learn by heart in an easier and enthusiastic way. Fonseca (2000) asserts that songs have a positive result on the students' language acquisition, and musical memory can be retrieved with effortlessness in memorization. Wilcox (1999)studied the pronunciation of target vocabulary in adult learners through use of music and songs creating a strong memory.

To justify the use of songs the major part of the learning process is based in memorization. The rhythm character, melodies, repetitions and sequences may call the attention in students, facilitating the process of learning because songs are repetitive. The use of songs has a lot of material to put in practice as: grammatical structures, words, idioms, phrasal verbs, etc. Making mention of the theory of Murphey (1992), he exposed that learners of a new language feel the necessity to listen to themselves and need to repeat every word or phrase once, twice and many times. O'Connor and Seymour talk about that people remember 10%, about everyone reads 20% about everyone listens to 30%,and about everyone sees 90%. At the moment to work with songs in a classroom it activates the process of memorization mentioned before, because working with songs students read the song, listen to the song, sing and use the song. It is evident that the use of songs facilitates learning of a new language, learning by heart new vocabulary.

### **2.1.7 Usage of Songs in English Language Teaching**

Purcel (1992) in his opinion affirms that songs make an exciting environment, producing in students a desire to learn and listen to songs in English classes.

Moriya (1988) emphasize the importance of using songs for pronunciation, acquisition and practice of a new language. Songs, on the other hand, can allow young learners to practice new words and sounds to develop the English speaking skill and increase their vocabulary Ohata (2004) affirms that practicing the different sounds by singing songs can be more interesting and enjoyable than other activities such as minimal-pair drills.

Hearn (2003) makes mention that songs can be adapted in any linguistic term, this could be: "Structures, grammar, vocabulary etc" (p.158). According to Verdu (2002) memorization of words and understanding of context could be hard for learners of a new language, but the use of songs in classrooms can become easier in the process of acquisition of a second language. Failoni (1993) makes emphasis that music increases neuronal interconnections and as a result it enhances language development and language production, comprehension, and vocabulary. Furthermore, and from our interpersonal and multimodal perspective, music favors social relationships while it enriches cognitive processes in language learning.

In some European countries, for instance Belgium, Lynch (2005) assures that he has found many meaningful results in the use of songs. Among the reasons given are that songs contain natural language, are easily obtainable, and are natural and fun. He assures that a variety of new vocabulary can be introduced as well as cultural aspects and even different types of English accents. He states that the use of songs is satisfactory to the teaching of a new language.

### **2.1.8 Songs as Pedagogical Tools**

An advantage of using songs in learners of a second language is their flexibility. Songs can be used for a number of purposes and there are many



reasons why songs can be considered a valuable pedagogical tool. Songs can help learners improve all their skills and sub-skills, consequently potentially helping them to improve their speaking skills (songs can also be useful tools in the learning of vocabulary, words, sentence structures, and sentence patterns etc. Murphey (1992) mentions that they are also a great tool to make a different English class, free of routine.

Grenouhg (1994) has written many books series as: “Sing it, Learn English through songs”. She asserts that the use of songs could improve and learn the correct pronunciation, the grammar structures and vocabulary when she was trying to learn Spanish. For these reasons she decided to use songs to teach English. The songs that she selected present a sequence of grammar structure and vocabulary ranging from the simple to the complex. She also includes a variety of exercises and ideas that could be used through songs.

However she concludes that exclusive use of songs do not guarantee the complete learning of a foreign language.

#### **2.1.9 Advantages of Using Songs in English Language Teaching**

According to Papa (1979) “singing is certainly one of the activities which generates the greatest enthusiasm and is a pleasant and stimulating approach to the culture of foreign people”(p132). Talks that through songs students learn about the culture of the language in all scopes. It is notable that there is vocabulary which covers not only word by word.

## **Chapter Three**

### **3. Methodology**

Our research design is a qualitative research method; it is conducted by one or more individual or groups for the purpose of solving a problem or obtaining information in order to inform local practice. According to Fraenkel & Wallen (2008) obtaining the necessary information through the instruments (interview and observation guides) to answer the questions and finally analyzing and interpreting the information we gather to arrive a conclusion. This research was conducted over a period of time, second semester of the school year and according to the measurement: refers to the qualitative research design. In it we express the contribution of the population through the selected sample and about the literature review.

The methodology was chosen, in our research paper, is addressed to an educational scope, eleventh grade of secondary school.

#### **Research Questions**

1. What Kind of vocabulary can be taught through songs?
2. What methodological strategies can be implemented effectively through songs?

#### **3.1 Research Design**

In this research it is used a qualitative design. Qualitative research design is a research method used extensively by scientists and researchers studying human behavior and habits. Qualitative Research seeks to understand social phenomena from the viewpoints of those being studied, is holistic and relies on flexible research strategies

According to Creswell (2009) this design is an inquiry approach in which researcher explore a central phenomenon. On the other hand, it describes

qualitative research as an interpretative naturalistic approach to the world. This means that qualitative researchers study things attempting to make sense of to interpret phenomenon in terms of the meaning people bring to them. In summary, qualitative research is emphasized in natural promotion in the point of views of the participants; as well as observation and talks to people. .

This document is focused on a specific strategy (songs) to identify the effectiveness of using songs in the learning of English vocabulary at a secondary level. Making part of this study are students from eleventh grade at Yelba Maria Antunez Institute, in Ocotal, Department of Nueva Segovia, Nicaragua. This information was relevant for our data analysis.

### **3.1.2 Subject Selection**

The universe of this research was 190 students of the afternoon session at Yelba Maria Antunez Institute, Department of Nueva Segovia, in Ocotal.

**Population:** this research was applied to eleventh grade students at the Institute. These are 56 of eleventh grade in total in the afternoon session.

**Sampling:** the sample was intentional, taking into account students' characteristics such as: group discipline and age (because this is the more disciplined group from all eleventh grades and the age range of them was between 15 and 17 years old, among boys and girls.

The sample was formed by 26 students of eleventh grade "A" at the Institute, representing 46% of the total population and an English teacher

### **3.1.3 Characteristics of the Sample.**

The sample for this research paper was formed of 26 students. The age range of these students went between 15 and 17 years old, in eleventh grade A, (which the group of our sample was). They had important characteristics such as: good discipline, responsibility, good coordination and the best relationship with the teachers; besides, they had the 80% of GPA (grade point average), and was the most participative grade in all the activities in the institute. The

students of this High school come from different neighborhoods as: Yelba Maria, Sandino, Laura Sofia, Los Graneros, Santa Ana and others.

#### **1.1.4 Site of the study**

The institute Yelba Maria Antunez is located in the northwest zone of Ocotal, Department of Nueva Segovia, in the urban area, specifically in Jose Santos Rodriguez neighborhood. It is a public school founded in 1952. Initially it began as a primary school until 2007 and then as a secondary school. This Institute counts up to 190 students from secondary level.

#### **3.1.5 Data collection**

According to Fernandez & Sampiere (2006) for collecting, analyzing and interpreting the data, each research needs follow five steps proposed: assembling, coding and comparing the data, building interpretations and reporting the outcomes. This study utilized two types of measuring instruments: interview and observation guide.

The utilization of these methods was to advocate the use of different methods of data collection and different data sources to ensure accuracy, validity, reliability and credibility of the information and data gathered used with 26 selected students from the sample to provide in-depth information of the study and one English language teacher.

##### **Observation guide**

The observation is a data collection method used in qualitative design Cresswel (2002), this allows the researcher to get information from the field of the investigation. Observation gets a sense of the teaching and learning process or to learn about innovation that a teacher is trying. This instrument was applied to observe the effectiveness of the strategies used by the English teacher to teach vocabulary through songs in the class, this instrument was guided by the research questions. Weekly observations were carried out with the students and English teacher. Each observation took about an hour.

##### **Interview**

The interview is a method to explore the views, experiences, belief and /or motivations of individuals on specific ways and also is a method used in the qualitative research design (Cresswel, 2002) this can be applied individually or

in groups. This instrument was applied to the English teacher at Yelba Maria Antunez Institute, in order to gather information about his opinions and strategies that he has implemented in his process as an English teacher. This instrument of data collection was selected because was considered as a qualitative instrument to provide in-depth information. The interview was guided by information of the literature review and research questions.

#### **3.1.6 Data analysis**

This includes exploring, base of data, descriptions, themes, showing consistency and interpreting and validating the results (Cresswel, 2002). After collecting the data from the interview and observation guide, the results gotten from the applied instruments were analyzed by data tabulation through the interpretation of each item of each applied instrument with the purpose of answering the research questions. Results are discussed in chapter four.

## Chapter Four

### 4. Results and Discussion

In this chapter the results were based on the instruments developed for data collection in our research. This information was analyzed and studied through an interview given to the English teacher and observation guides in the classroom, based on the teaching of vocabulary through the use of songs as a pedagogical tool. The results are shown in the following research questions.

*What kind of vocabulary can be taught through the songs?*

According to Purcell (1992) a big variety of vocabulary can be taught. It can be taught in isolation or together through the use of songs taking into account the level of the learner or the content to be developed. Purcell says that songs are a pedagogical tool for teaching vocabulary in the process of acquiring a second language, where the student is able to learn a number of words, complete sentences or by context based on the use of this tool, creating an environment of interest, and of course increasing and improving the language, increasing the speech in learners of a second language. In the interview to the teacher, he assured he used songs to teach vocabulary, according to the strategic plan designed monthly by the Ministry of Education MINED, this according to the vocabulary of the unit and content. Nevertheless, when we developed the observation guides we could identify that yes, the teacher used the songs in the area of foreign language and actually developed meaningful strategies and techniques but his focus was more practical than based on the teaching of vocabulary. In other words, the teacher was not teaching vocabulary but reinforcing content through songs despite the monthly planning that asked to teach vocabulary for each unit and content. On the other hand, we observed that there was not an organization in terms of each one of the strategies and utilization of different activities without a specific order on the use of the methodology as such is. For instance: in one of the classes of the teacher to introduce a new unit, he asked the students to write in a blank page the largest number of words they knew, to see if they knew the writing while the teacher

was playing a song. They finished the list of words, finishing without an objective and development; immediately, they passed to another activity and the following activity was practical exercises (written exercises) about the song. More focus on analysis and writing. The teacher facilitated a series of questions based on the song and students answered the questionnaire according to the lyrics of the song. To finish, students listened to the song again and then all sang it. It was evident that in none of these activities the teacher taught vocabulary through songs. It was practical classes based on reinforcement and not in teaching. Despite the claims of Purcell and Murphey that we can teach vocabulary through the songs we could not evidence it in the classroom observed.

*What Methodological strategies can be implemented through the songs to teach vocabulary?*

Based on observation guides developed which were analyzed and studied we concluded that each one of the strategies worked by the teacher can be effective and good, but not for the teaching of vocabulary because the teacher was not teaching but reinforcing sub skills and skills of the language. According to what we could observe the strategies for "the teaching of vocabulary" were focused on the ability of listening and sub skills as pronunciation. This we could evidence at the moment of analysis of the strategies of teaching by the teacher. For instance, the teacher divided the class in three sessions. In the first session while the teacher played the song students wrote what they heard. In the second session the teacher facilitated the lyrics of the song with an exercise of "fill in the blank" with three options of answers which had to be selected according to what students heard. In the third session, the teacher asked to pay attention carefully to the pronunciation of the song and then all together sang the song. It is important to point out that all of the strategies of the teacher called the attention and interest of the students, and receptivity to the orientations given by the teacher. However, as a teacher, at any time he introduced and taught vocabulary because his focus was practical and to reinforce. We could not evidence what methodological strategies can be implemented effectively to teach vocabulary through songs through observation guides, nor the interview.

## **5. Chapter Five**

This chapter presents a conclusion based on the field work done during the second semester 2015, some recommendations are presented in view of the difficulties.

### **5.1 Conclusion**

Like other activities, using songs to improve vocabulary competence among teacher, students, among others is efficient if it is properly planned. There are a number of factors that contribute to the feasibility and effectiveness of such learning processes. The main focus of this study was to ascertain what vocabulary could be taught through songs and what strategies could be implemented effectively and if any had positive effects on the students through the strategies implemented in lesson classes. This research paper permitted to investigate and discover about the effectiveness of using songs in the learning of English vocabulary at a secondary level. Based on our study, we can point out that songs turn out to be an important part of the daily teaching activities. The combination of curricular activities with music not only helps students to develop speaking, but grammar as well; improve pronunciation, listening and improve modulation, among other oral communication skills. However we could not identify if the use of songs has a positive effect to the teaching of vocabulary in this study. However, some pedagogues as Murphey and Person affirmed that songs are a pedagogical tool to teach vocabulary. Unfortunately, this was not seen in the classroom because all the focus was based on reinforcement and not in teaching of vocabulary.



### 5.1.2 Limitations

- ✓ In the first instance we visited an Institute for our research field and it was denied the permission requested previously, because the manager of the institute forgot there was researchers working on it. This limitation led us to find another school to work in, whereby the Institute Yelba Maria Antunez proceeded to give us the permission.
- ✓ The visit at Yelba Maria Antunez School in the city of Ocotlán, Department of Nueva Segovia was not the expected proper ten visits. We could only develop three observation guides because the stipulated time to develop this activity was affected by state programs. However, the research activities were performed within this time for three sessions to be successful.
- ✓ Part of teachers from the Institute showed discontent at the moment to ask collaboration in filling interviews and observation guides. We explained in detail the purpose of this investigation accepting to give us the necessary information and to cooperate with us in this investigation.
- ✓ During all our visits we observed many misses of class by students from tenth and eleventh grade, this due to different types of activities and marches oriented by the Ministry of Education hindering the development of our research.

### 5.1.3 Recommendations

- ✓ In view of the limitations that researchers came across, there is a need for a further research to be conducted with a bigger sample size (talking about English teachers). It will help to obtain more data, confirm the findings and enable the drawing of a more concrete conclusion with regard to the effects of using songs to improve vocabulary.
- ✓ A longer period is necessary to enable the researchers to draw a more valid conclusion and to see whether the improvements are consistent.
- ✓ More efforts are needed to validate and confirm the findings especially in the transcription of data gained through observations.
- ✓ promote teacher mastery of methodologies and strategies to facilitate cooperation and teamwork to improve the quality and effectiveness of the teaching
- ✓ Encourage the development of educational projects with schools with the purpose of teachers to dominate didactic knowledge to exercise their functions with effectiveness.
- ✓ For future researchers we recommend to delve deeper into this theme because we could not find results that show the effectiveness of teaching vocabulary through songs.

# Annexes

## Timetable of activities

Nº	Activities	Dates	Time	Places	Observation
1	<b>Organizations of groups and explanations of components. Research project.</b>	<b>August 22<sup>nd</sup>- Saturday</b>	<b>From 11.15 am to 12:30 pm</b>	<b>FAREM- Estelí library</b>	
2	<b>Working in chapter one about Introduction, problem statement.</b>	<b>August 24<sup>th</sup>- Monday</b>	<b>From 8:am to 12:30 pm</b>	<b>FAREM- Estelí library</b>	
3	<b>Working in the relevance of the problem and background.</b>	<b>August 25<sup>th</sup>- Tuesday</b>	<b>From 8:am to 12:00md</b>	<b>FAREM- EsteliDeydania's house</b>	<b>This day we had the opportunity to work with the help of a Volunteer of Peace Corps.</b>
4	<b>Organization of the paper, key terms and a part of introduction about literature review.</b>	<b>August 26<sup>th</sup>- Wednesday</b>	<b>From 8:am to 12:00md</b>	<b>FAREM- Estelí library</b>	
5	<b>Delivering introduction completed(first chapter) and</b>	<b>August 29<sup>th</sup>-</b>	<b>From 11:15 am to 12:20 pm</b>	<b>FAREM- Estelí</b>	

	<b>literature review introduction (part).</b>	<b>Saturday</b>		<b>library</b>	
<b>6</b>	<b>Reading and classifying information to work in the literature review.</b>	<b>August 30<sup>th</sup>- Sunday</b>	<b>From 1:00 pm to 5:30 pm</b>	<b>FAREM- Estelí library</b>	<b>We had the opportunity to work with the help of a Volunteer of Peace Corps.</b>
<b>7</b>	<b>Reading books, dictionaries and books online. Making connections among vocabulary and songs according with the literature read.</b>	<b>September 2<sup>nd</sup>- Wednesday</b>	<b>From 7:00 am to 11:00 am</b>	<b>Hazel's house</b>	
<b>8</b>	<b>Classifying information, putting in order ideas, working in the literature review.</b>	<b>September 3<sup>rd</sup>- Thursday</b>	<b>From 8:00 am to 12md 1:30 pm to 5:00 pm</b>	<b>FAREM- Estelí library</b>	
<b>9</b>	<b>Reading and working about methodology.</b>	<b>September 4<sup>th</sup>-Friday</b>	<b>From 8:00 am to 5:00 pm</b>	<b>FAREM- Estelí library</b>	<b>We subscribed us on internet in a page of researches and we had a video call with a Teacher</b>

					from Canada where he was giving us ideas about the introduction of the third chapter.
10	<b>Deliver methodology well defined. Timetable.</b>	<b>September 5<sup>th</sup>– Saturday</b>	<b>From 11:20 am to 12:10 pm</b>	<b>FAREM- Estelí library</b>	
11	<b>Working in the instruments</b>	<b>September 7<sup>th</sup>-Monday</b>	<b>From:9:30 to 2:30 pm</b>	<b>FAREM Esteli</b>	
12	<b>Working in the instruments</b>	<b>September 9<sup>th</sup>- Wednesday</b>	<b>From 10:am to 4:30 pm</b>	<b>FAREM Esteli library</b>	
13	<b>Working in the instruments.</b>	<b>September 11<sup>th</sup>–Friday</b>	<b>From 9:30 am to 3:30 pm</b>	<b>Deydania´s house</b>	
14	<b>Present instruments.</b>	<b>September 12<sup>th</sup>– Saturday</b>	<b>From 11:20 am to 4:30 pm</b>	<b>FAREM- Estelí library</b>	
15	<b>Review and adjust some aspect of the instruments. Reading about strategies used through songs.</b>	<b>September 13<sup>th</sup>- Sunday</b>	<b>From 8:00 am to 12:00 md from 1:30 to 5 :30 pm</b>	<b>FAREM- Estelí library</b>	<b>During this month where our Adviser. Marjoire Gómez was not here in Nicaragua we had the help of our Teacher Nahúm Tórres to adjust aspects of the instruments.</b>
16	<b>Re-ordering information working chapter II</b>	<b>September 16<sup>th</sup>- Wednesday</b>	<b>From 2:00 pm to 3:00 pm</b>	<b>FAREM Esteli</b>	
17	<b>Revision of</b>		<b>From 11:15</b>	<b>FAREM-</b>	

	<b>Introduction and Literature Review</b>	<b>September 19<sup>th</sup></b>	<b>am to 12:20 pm</b>	<b>Estelí library</b>	
18	<b>Correcting background and problem statement</b>	<b>September 21<sup>st</sup> – Monday</b>	<b>From 8:00 am to 11.40 pm</b>	<b>FAREM- Estelí library</b>	
19	<b>Revision and Re- ordering cites</b>	<b>September 24<sup>th</sup> – Thursday</b>	<b>From 11:00 am to 5:30 pm</b>	<b>FAREN Esteli</b>	
20	<b>Revision of textual cites. APA STYLES</b>	<b>September 26<sup>th</sup> – Saturday</b>	<b>From 11:15 am to 12:20pm</b>	<b>FAREM- Estelí</b>	
21	<b>Correcting the writing of the first chapter.</b>	<b>September 29<sup>th</sup> - Tuesday</b>	<b>From 8:00 am to 11:45 am</b>	<b>FAREM- Esteli</b>	
22	<b>Request permission to visit to Assemblies of God Emmaus School</b>	<b>October 1<sup>st</sup> - Tuesday</b>	<b>From 12:30 md to 3:10 pm</b>	<b>Yelba Maria Antunez</b>	<b>This day we visited the school to request the permission to develop our research. The Manager of the School told us yes and He approved our solicitude</b>
23	<b>Delivering Methodology and instrumentatio n.</b>	<b>October 3<sup>rd</sup> - Saturday</b>	<b>From 11:15 am to 12:20 pm</b>	<b>FAREM- Esteli</b>	

24	Searching information	October 4 <sup>th</sup> -Sunday	From 8:45 am to 4:00 pm	Hazell's house	
25	Visit to the assemblies of God Emmaus School	October 06 <sup>th</sup> – Tuesday	From 12:30 pm to 4:05 pm	Emaus School	This day we were waiting the manager of the school around two three hours to verify what day we would visit the School but He told us that we could not develop our research because He forgot that another researchers requested first.
26	In meeting to think in another institute to work in our research paper	October 8 <sup>th</sup> – Thursday	From 9 am to 12 md	FAREM- Estelí library	This day we were discouraged investigating a lot what institute we could work our research in.
27	Working in Framework and correcting writing	October 10 <sup>th</sup> Saturday	From 1:30 pm to 5:30 pm	FAREM- Estelí	This day we had the opportunity to work in the second chapter with the help of a Volunteer of Peace Corps.
28	Visit to the institute Yelba Maria Antunez School to Request permission to develop our research	October 15 <sup>th</sup> -Tuesday	From 9:00 am to 4:00 pm.	Ocotal Nueva Segovia	Immediately The Manager of this Institute gave us the permission to develop our Research.



29	Asking letter in FAREM	October 17 <sup>th</sup> - Saturday	From 11:15 am to 12.20 pm	FAREM- Estelí	
30	Delivering letter of permission in the institute Yelba Maria Antunez /Interview to the teacher	October 19 <sup>th</sup> - Monday	From 2:30 pm to 5:30 pm	Institute Yelba Maria Antunez	
31	Visit to the institute Yelba Maria Antunez to develop guide information.	October 20 <sup>th</sup> - Tuesday	From 11:00 am to 1:50 pm	Ocotal Nueva Segovia	This day students did not have Class proper they have a march oriented by the Ministry of Education to tenth and eleventh grade.
32	Visit to institute Yelba Maria Antunez to develop guide observation	October 22 <sup>nd</sup> - Thursday	From 1:50 pm to 3:20 pm	Ocotal Nueva Segovia	This day students did not have class proper there was deliver of grades.
33	Visit to institute Yelba Maria Antunez to develop guide observation	October 23 <sup>rd</sup> -Friday	From 1:50pm to 3:20pm	Ocotal Nueva Segovia	This day we could not arrived on time because the bus suffered damages.
34	Working in the third chapter	October 24 <sup>th</sup> - Saturday	From 1:30pm to 5:30 pm	FAREM- Esteli	
35	Visit to	October	From	Ocotal	This day the teacher did

	institute Yelba Maria Antunez to develop guide observation	27 <sup>th</sup> - Tuesday	12:00md to 1:50pm	Nueva Segovia	not develop the class because was resolving a problem between students around two hour's class.
36	<ul style="list-style-type: none"> <li>Working in writing/t hird Chapter</li> <li>Visit to institute Yelba Maria Antunez to develop guide observat ion</li> </ul>	October 29 <sup>th</sup> - Thursday	<ul style="list-style-type: none"> <li>From 7:00 am to 10:00 am</li> <li>From 12:00 md to 1:50 pm</li> </ul>	Ocotal Nueva Segovia	This day the teacher started introducing the content the firsts five minutes of the class but then He had an improvised meeting with all the teachers and authorities of the institute and that took around two hours and we could not continue with the guide observation.
37	<p>Correcting second and third chapter</p> <p>Visit to institute Yelba Maria Antunez to develop guide observation</p>	October 30 <sup>th</sup> -Friday	<p>From 7:00 am to 10:00 am</p> <p>From 12:00md to 1:50 pm</p>	Ocotal Nueva Segovia	This day was raining a lot and only beyling was there because she is from Ocotal however there was not a good attendance by the students and the teacher could not develop the class such as he wanted because the noise of the rain did not let it.
38	Talking with	October	From 11:15	FAREM-	This day the teacher gave

	the adviser about limitations which we were presenting.	31 <sup>st</sup> - Saturday	am to 11:45am	Esteli	us two options look for another institute to our research quickly or continue and we decided continue with the same Institute.
39	Visit to institute Yelba Maria Antunez to develop guide observation	November 03 <sup>rd</sup> - Tuesday	From 12:00md to 1:50pm	Ocotal Nueva Segovia	We could develop our first guide observation!
40	Visit to institute Yelba Maria Antunez to develop guide observation	November 05 <sup>th</sup> - Thursday	From 12:00md to 1:50pm	Ocotal Nueva Segovia	We could develop our second observation guide and at the same time the teacher was being supervised by a pedagogue of the Ministry of Education.
41	Visit to institute Yelba Maria Antunez to develop guide observation	November 06 <sup>th</sup> - Friday	From 12:00md to 1:50pm	Ocotal Nueva Segovia	This day the teacher worked guardianship. Everything was in Spanish.
42	Last Visit to institute Yelba Maria Antunez to develop guide observation	November 10 <sup>th</sup> - Tuesday	From 12:00md to 1:50pm	Ocotal Nueva Segovia	This day was our last observation guide!.
43	Gathering information	November 12 <sup>th</sup> -	From 12:00md to	FAREM- Esteli	

	through observation guides	Thursday	6:30 pm		
45	Writing of information about observation guides	November 13 <sup>th</sup> - Friday	From 12:00md to 6:30 pm	FAREM-Esteli	
46	Working in data analysis	November 14 <sup>th</sup> - Saturday	From 1:00 pm to 5:15 pm	FAREM-Esteli	
47	Working in data results	November 18 <sup>th</sup> - Wednesday	From 8:00am to 11:45am	FAREM-Esteli	
48	Working in data results	November 19 <sup>th</sup> - Thursday	From 9:00am to 4:00pm	FAREM-Esteli	
49	Working in data results	November 20 <sup>th</sup> - Friday	From 9:00am to 4:00pm	FAREM-Esteli	
50	Correcting writing of the third chapter	November 26 <sup>th</sup> - Thursday	From 10:00am to 4:00pm	FAREM-Esteli	
51	Correcting Timetable of activities	November 28 <sup>th</sup> - Saturday	From 1:00pm to 7:00pm	FAREM-Esteli	
52	Finishing third chapter	December - 03 <sup>rd</sup> Thursday	From 9.00am to 6:00pm	FAREM-Esteli	
53	Deliver Research Paper finished	December 05 <sup>th</sup> - Saturday	8.00 am	FAREM-Esteli	

54	<b>Pre-defense of Research Paper</b>	<b>December 17<sup>th</sup>- Thursday</b>	<b>2:00pm</b>	<b>FAREM- Esteli</b>	
55	<b>Defense of Research Paper</b>	<b>January13<sup>th</sup> - Wednesday , 2016</b>	<b>9:00am</b>		

## Annex 2- Letter of request of permission



Universidad del Caribe - Caribbean University  
Calle 100 No. 100, Edificio 100, Est. 100, P.R. 00986-1000

Facultad Regional Multidisciplinaria Fidei  
Departamento Ciencias de la Educación y Humanidades

2015: AÑO DE LA UNIVERSIDAD SALUDABLE

Esteli, 17 de octubre de 2015

REF.: CEH-618

Lic. Erica María Salgado Aguilar  
Directora  
Colegio Yelba María Antúnez  
Ocotal

Estimada Licenciada Salgado:

Reciba respetuosos saludos, deseando éxitos en sus labores.

Solicito apoyo institucional mediante la autorización para que las estudiantes: **Isidra Deydania Herrera Aguirre**, carné No. 10053471; **Hazell Melania Herrera Lira**, carné No. 10055814, y **Beylinf Loyret Herrera**, carné No. 09050633; quienes son estudiantes de la carrera Licenciatura en Ciencias de la Educación con mención en Inglés en esta Facultad, para que realice observaciones en diferentes clases de inglés que se imparten en el colegio que ud. dirige, como parte del Seminario de Graduación según el plan de estudios de la carrera.

Agradeciendo todo su apoyo y esperando una respuesta positiva ante la presente solicitud, reitero mis saludos.

Atentamente,

MSc. Emilio Martín Lanuza Sanvedra  
Director

Departamento Ciencias de la Educación y Humanidades



*Reservada* 19-Oct-2015  
1:45 pm.

EMS/cag  
cc: Archivo

¡A la libertad por la Universidad!

Tel. 505 2713 7734 • Ext. 6624, Fax: 505 7750 • dceh@esteli@man.edu.ni

## Annex 3- Observation Guide

### General Data:

Date: \_\_\_\_\_ N° Ss \_\_\_\_\_

Institute: \_\_\_\_\_ Private: \_\_\_\_\_ Public: \_\_\_\_\_

Session: \_\_\_\_\_ Material used: \_\_\_\_\_

**Objective:** To determine if strategies used by teacher are effective for the acquisition of vocabulary.

Questions	Yes	No	Observation
Does the teacher use songs to introduce vocabulary (verbs)?			
What strategies does the teacher use after listen to a song with His students?			
What advantages or disadvantages those strategies have?			
The strategies applied by the teacher help students to memorize new vocabulary?			
Does the teacher use songs to review the learned vocabulary?			
Does the teacher use songs to “kill the time” only?			
By the end of the class, do students use the vocabulary taught through songs?			

## **Annex 4- Interview to the English Teacher.**

### **Interview to the English Teacher**

#### **General information:**

1. Name of your school: \_\_\_\_\_
2. Address of your school: \_\_\_\_\_
3. Department: \_\_\_\_\_
4. Types of school: Government: \_\_\_\_ Private: \_\_\_\_ other: \_\_\_\_\_
5. Grade students you work with \_\_\_\_\_
6. Educational degree: \_\_\_\_\_
7. years of experience teaching to this level: \_\_\_\_\_

**Dear teacher, through this interview we want to get information about some aspects in educational scope. All the information that you provide us will be useful for us in our applied research. Thank you!**

#### **Answer the following questions:**

- a) Do you consider that the use of songs is an effective pedagogical tool in the teaching of vocabulary? Why?
- b) In what moments of your English class do you use songs?
- c) What kind of vocabulary do you teach through songs?



- d) What strategies do you use to interpret/ analyze the content of the songs?**
- e) Do those strategies help students to memorize English vocabulary (verbs)?**
- f) How effective do you consider are those strategies? Explain.**
- g) Do you think that the use of songs has disadvantages in the teaching of vocabulary? Explain.**

## Annex 5- Copy of interview answered by the English teacher

### Interview to the English Teacher

#### General information:

1. Name of your school: Yelba Ma Antunez
2. Address of your school: \_\_\_\_\_
3. Department: Nueva Segovia
4. Types of school: Government: ☒ Private: ☐ other: ☐
5. Grade students you work with Seventh, Tenth, Eleventh
6. Educational degree: Pem.
7. years of experience teaching to this level: 9

Dear teacher, through this interview we want to get information about some aspects in educational scope. All the information that you provide us will be useful for us in our applied research. Thank you!

#### Answer the following questions:

- a) Do you consider that the use of songs is an effective pedagogical tool in the teaching of vocabulary? Why?

Yes, i do; Songs turn into a practical way to branch out vocabulary. Nonetheless: you must be aware of students' level. to use such method.

- b) In what moments of your English class do you use songs?  
It's considered proper in Developing activities in order to bide proper time to work it out.

- c) What kind of vocabulary do you teach through songs?

Firstly: Verbs, Adverbs, then; Common expressions.

- d) What strategies do you use to interpret/ analyze the content of the songs?

They are given the song lyrics previously, after that they listen carefully, the song is played on and on to make

- e) Do those strategies help students to memorize English vocabulary (verbs)? <sup>SS become used to</sup>

They work out well for some of them, it all relies on Student's wit and skill to cope with the activity.

25

f) How effective do you consider are those strategies? Explain.

In my book; These strategies are real effective, but again; Sometimes it depends on their will and interest to

g) Do you think that the use of songs has disadvantages in the teaching of make it well. vocabulary? Explain.

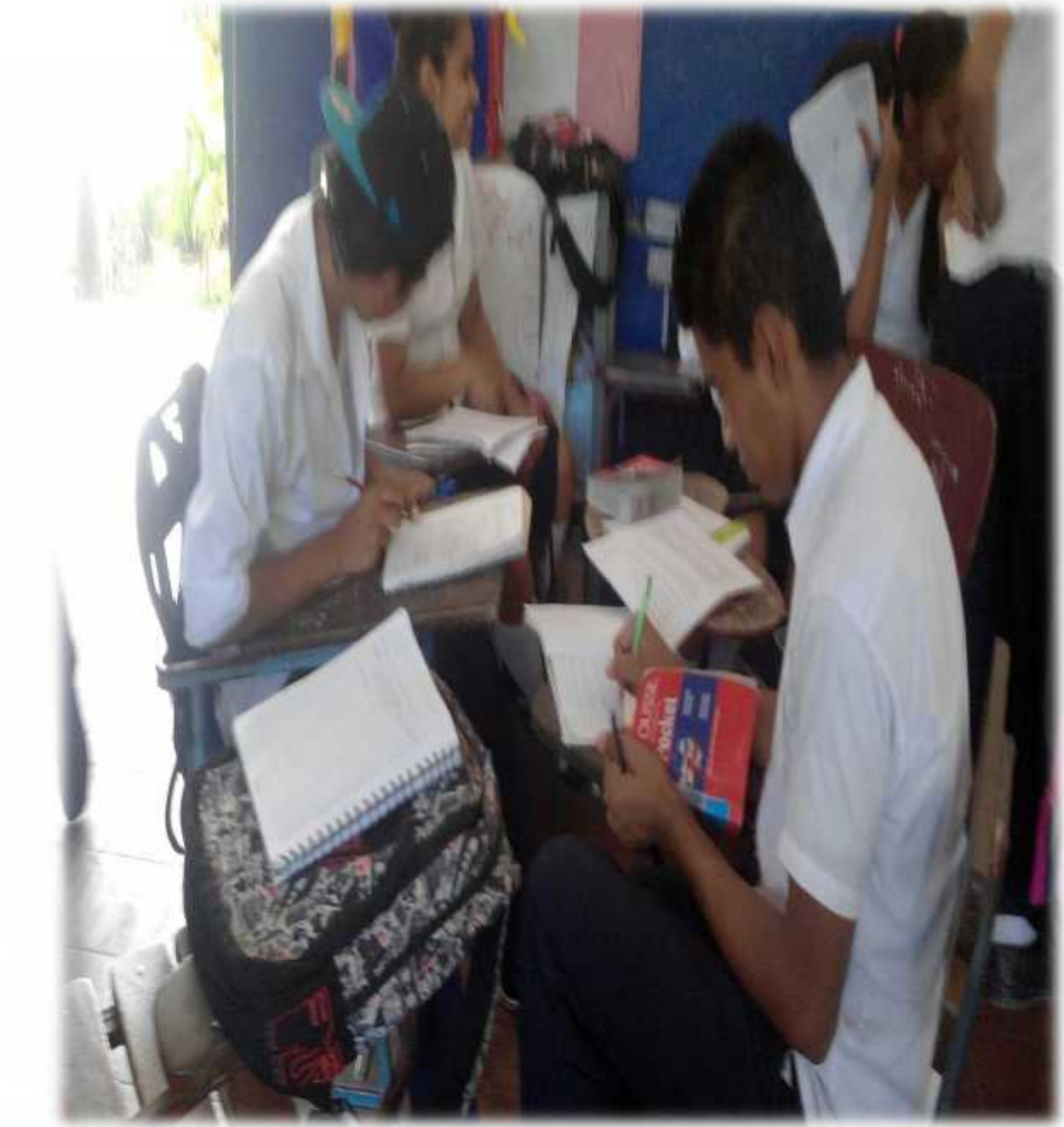
Taking into account that songs must be sorted out of course not, The use of songs doesn't have disadvantage in the Teaching of vocabulary. and else.

## Annex 6- Pictures

### Yelba Maria Antunez Institute- fieldwork



**Students working in exercises according to the song developed during the class.**





**English teacher and students after English Classes**



**Students in devotional before classes**



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